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ABSTRACT

The Job Skills Program (JSP) in Washington State provides job training customized to meet the needs of employers through partnerships of employers and training institutions. The JSP funds up to one-half the cost of training, with employers providing a match. Training can be provided for new employees, for upgrading employees receiving promotions, or for retraining to prevent job loss. During 1991-93, 36 projects were funded, involving 18 community and technical colleges and 105 companies throughout the state. A total of 4,238 participants were trained, 2,556 of them new employees. The program was evaluated based upon three sources of data: a Northwest Policy Center telephone survey of firms funded by JSP between July 1993 and June 1995; matches between program records and Employment Security Department wage data files; and JSP administrative records for July 1, 1991-June 30, 1995. The evaluation showed that, overall, employers were very satisfied with the program, which resulted in substantial increases in worker earnings. Employers reported improvements in productivity, job growth, employee retention, and employee training investments. Areas for improvement include promoting a closer relationship between educational institutions and employers, reducing paperwork, and clarifying potential employees' expectations at the beginning of the project. (Detailed evaluation information and program reports are included in appendixes.) (KC)

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ED 413 518

AN EVALUATION OF WASHINGTON STATE'S JOB SKILLS PROGRAM

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Washington State
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AN EVALUATION OF WASHINGTON STATE'S JOB SKILLS PROGRAM

"This was a great service. It cements the relationship between the college and a company, whether the college does the training or provides training for company trainers."

—An employer's comment
on the Job Skills Program

1996

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Introduction

The Washington State Legislature created the Job Skills Program (JSP) in 1983 in order to provide job training customized to meet the needs of specific employers. Training is conducted through partnerships of employers and training institutions, mainly community and technical colleges. The Workforce Training and Education Coordinating Board manages the program.

This report is part of a continuing effort by the Workforce Training and Education Coordinating Board to evaluate the outcomes of Washington's workforce training programs. As in previous evaluations, the study is designed to identify the strengths of the program, as well as areas for improvement.

Overall, employers were very satisfied with JSP and the program was associated with substantial increases in worker earnings. According to employers, JSP training contributed to increases in production and productivity, lower turnover and layoff rates, and growth in employment. For workers, hourly wages and quarterly earnings were substantially higher six to nine months after completing the program than they were before the program. Two years after completing JSP, wages and quarterly earnings were higher still. The mean pre- to post-program increase in quarterly earnings was $1,643 to $2,144, depending on the type of training.

The evaluation is based upon three sources of data:

- A Northwest Policy Center telephone survey of firms funded by JSP between July 1, 1993, and June 30, 1995. The survey asked employers about their satisfaction with the training program and about the program's effects.

- Matches between program records and Employment Security Department wage data files. Matches were obtained on participants who completed a JSP training project between July 1, 1991, and June 30, 1993. (This time period was selected in order to measure long-run labor market outcomes. The more recent period of 1993–95 was selected for the employer survey in order to minimize problems of remembering.)

- Job Skills Program administrative records for the period from July 1, 1991, to June 30, 1995.

Program Description

The Job Skills Program has four main purposes (WAC 490-300-020):

- Promote a productive and expanding economy in Washington State;

- Meet specific employment needs of new and expanding business and industry;

- Increase employment opportunities for residents in the state; and

- Encourage the flow of business and industry support of educational institutions.

The Job Skills Program funds up to one-half the cost of training. Employers must provide a match equal to at least half the cost. Three different types of employee training are available: 1) training for new employees before a plant opens or when a company expands employment; 2) upgrade training for employees receiving promotions if the promotions result in job openings; or 3) retraining for employees to prevent job loss due to dislocation.

During the 1991–93 biennium, 36 projects were funded involving 18 community and technical colleges and 105 companies throughout the state. A total of 4,238 participants were trained. Of that total, 2,556 were

new employees. On the average, $46,800 in state funds were expended per project. An average of 118 individuals were trained per project, of which 71 were new hires.

During the 1993–95 biennium, 22 projects were funded involving 11 community and technical colleges, one community-based organization, and 70 companies. A total of 2,144 workers were trained. Of that total, 1,309 were new employees. On the average, $56,000 in state funds were expended per contract. An average of 100 individuals were trained per project, of which 60 were new hires. (A copy of the program's 1993–95 and 1991–93 biennial reports are attached.)

Participant Characteristics

Of the new employees trained between July 1, 1991, and June 30, 1993, 37 percent were unemployed and/or economically disadvantaged, 26 percent were people of color, and 27 percent were women. Of the new employees trained between July 1, 1993, and June 30, 1995, 34 percent were economically disadvantaged, 37 percent were people of color, and 43 percent were women.

Customer (Employer) Satisfaction

For this part of the study, the Northwest Policy Center at the University of Washington surveyed 18 employers from the 22 JSP projects in the 1993–95 biennium. (See Appendix A from the complete Policy Center report.) Employers were asked to describe JSP's effect on production and productivity, overall employment, employee retention, continued employee training, and employer satisfaction. Four projects were not included in the survey because they served a large number of firms rather than individual companies or small consortia. For these four projects, the effects per firm would be difficult for employers to recall.

Production and Productivity

Firms were asked how employee productivity changed since JSP training. Eighty-three percent said their firm experienced increased production or sales since JSP. Of these, 73 percent considered JSP to be a factor in the increase.

Employers said, for example, that the program enhanced employee teamwork, improved communications and attitudes, and improved worker appreciation for safety.

Employment

More than half of the employers experienced increased employment since participating in JSP. Of these, 60 percent said the training was a contributing factor in their expansion.

Several of the start-up or expanding businesses said JSP was essential in hiring and training new employees before the firms could begin or increase production.

Five companies reported the training prevented layoffs or reduced the number of employees who were laid off.

Employee Retention

Improvements in employee retention were noted for both new and long-term company employees. Half of the employers interviewed said their long-term employees were now more likely to remain with the company.

Employers mentioned, for example, that employees became more self-sufficient, involved, and active in the business after training.

Employee Training

Experience with JSP continues to affect employers' investments in training. Sixty-seven percent of the employers reported providing more employee training after the end of their project compared to the time before their project began.

Satisfaction with the Job Skills Program

All 18 employers reported that the Job Skills Program either "definitely met" (14) or "partially met" (4) their objectives.

Nearly one-third of the employers, however, reported frustration with the complexity and extent of paperwork associated with their project.

Satisfaction with JSP was often linked to the degree of support provided by the community or technical college. Employers who were satisfied with the application and administrative processes often mentioned that they received active and continued support from the college.

Employment and Earnings

For this part of the evaluation, the Workforce Training and Education Coordination Board matched Job Skills Program records with Employment Security Department Unemployment Insurance wage files to identify hours worked and wages earned. Records were matched for the 2,469 employees who participated in the program between July 1, 1991, and June 30, 1993. The findings are presented separately for the three types of JSP training: new employee training, upgrade training, and retraining to prevent dislocation. (The earnings and hours numbers are based only on those individuals with employment recorded in the Employment Security Department's wage files, which include 85 to 90 percent of total employment in the state.)

New Employee Training

The 1,675 participants who completed new employee training experienced substantial gains in earnings. Their gains were due mostly to an increase in the number of hours worked. The gains continued to rise two years after program completion.

As can be seen in Table I, the mean wage for new employees who were employed before starting the program was $10.17 per hour. They worked, however, an average of only 282 hours per calendar quarter (working 40 hours per week equals 520 hours per quarter, on the average). As a result, their mean quarterly earnings were low, only $2,751.

During the third quarter after completing the program, the participants' mean wage increased to $10.94 per hour and their average hours worked increased to 408 hours per quarter. This increase in hours was the main factor behind an average jump of $2,144 in quarterly earnings pre- to post-program.[1]

WAGES, HOURS, AND EARNINGS FOR "NEW" EMPLOYEES

Period		Hourly Wage	Hours Worked Per Quarter	Quarterly Earnings	Gross Quarterly Pre-Post Increase
Last Quarter Prior to JSP	Mean	$10.17	282	$2,751	N/A
	Median	8.43	243	2,039	N/A
Third Quarter After JSP	Mean	10.94	408	4,430	$1,539
	Median	10.32	476	4,475	1,309
Eighth Quarter After JSP	Mean	11.74	427	5,083	2,144
	Median	11.14	494	4,924	1,949

TABLE I

[1] The gross increase in earnings tracks the increase per each individual from the pre- to post-program period. This method is different than simply taking the difference between the average earnings during the pre-period for the sample as a whole and the average earnings during the post-period for the sample as a whole, because it is based on only those individuals who were in the wage files both before and after training.

These gains continued in the eighth quarter after the program. Two years after training, they averaged $11.74 per hour and worked an average of 427 hours per quarter. (The distribution of wages and quarterly earnings is shown in the Appendix, Table I.) Workers experienced an average gain of $2,144 in quarterly earnings from pre- to two years post-program.

Upgrade Training

The 341 participants in JSP upgrade training experienced substantial increases in their hourly wages.

Table II shows that before starting the Job Skills Program, the average wage of upgrade participants was $11.62 per hour. On the average, they worked 472 hours in the quarter. By the third quarter after completing the program, the average hourly wage had grown to $13.37, and the hours worked were 543 per quarter. The average gain in earnings from pre- to post-program was $1,759 in the third quarter.

The gains continued two years after program completion. During the eighth quarter after training, the average wage was $14.34 per hour and 518 hours were worked per quarter. The average gain pre- to two years post-program was $1,860 in quarterly earnings.

WAGES, HOURS, AND EARNINGS FOR "UPGRADE" EMPLOYEES

Period		Hourly Wage	Hours Worked Per Quarter	Quarterly Earnings	Gross Quarterly Pre-Post Increase
Last Quarter Prior to JSP	Mean	$11.62	472	$5,581	N/A
	Median	11.42	523	5,565	N/A
Third Quarter After JSP	Mean	13.37	543	7,381	$1,759
	Median	12.85	551	7,000	1,572
Eighth Quarter After JSP	Mean	14.34	518	7,582	1,860
	Median	14.28	529	7,729	1,617

TABLE II

WAGES, HOURS, AND EARNINGS FOR "RETRAINED" EMPLOYEES

Period		Hourly Wage	Hours Worked Per Quarter	Quarterly Earnings	Gross Quarterly Pre-Post Increase
Last Quarter Prior to JSP	Mean	$11.10	427	$4,627	N/A
	Median	9.65	491	4,673	N/A
Third Quarter After JSP	Mean	12.18	499	6,167	$1,326
	Median	11.62	518	6,019	1,066
Eighth Quarter After JSP	Mean	13.13	516	6,457	1,643
	Median	12.29	520	6,338	1,449

TABLE III

Retraining

The 453 employees who completed retraining also experienced substantial gains in earnings that continued two years after completing the program. The gains were due to increases in both hourly wages and the number of hours worked.

The last quarter prior to entering the program (see Table III) the participants had fairly good earnings that were threatened by dislocation. Some may already have experienced a reduction in hours. The mean wage was $11.10 per hour, and the mean hours worked in the quarter was 427.

The third quarter after training, the average wage was $12.18 per hour, and the average number of hours worked in the quarter was 499. The average gain in quarterly earnings from the quarter prior to the program to the third quarter after the program was $1,326.

Two years after training, the average wage had grown to $13.13 per hour and average hours worked per quarter was 516 hours. The average pre-post gain in quarterly earnings was $1,643 two years after completing the training.

Retention and Earnings

In order to measure the relationship between job retention and earnings, the quarterly earnings of JSP participants who stayed with the same employer during the follow-up period were compared to the earnings of participants who changed to a new employer. The results show that gross increases in earnings were generally greater for employees who stayed with the same employer. For example, the median pre-post increase in quarterly earnings of participants receiving new employee training was $2,035 higher for individuals who stayed with the same employer through the eighth post-program quarter. The exception to this relationship appears to be the long-term outcome for workers retrained to prevent dislocation. By the eighth post-program quarter, workers who were retrained and stayed with the same employer had a median pre-post increase in quarterly earnings of $415 less than retrainees who changed employers. This outcome may reflect the relatively difficult situation of firms facing possible labor dislocation.

Areas for Possible Improvement

While overall the results are very good, the findings suggest some areas for improvement.

Results show that educational institutions should strive for a closer relationship with employers during and after the Job Skills Program. Employer satisfaction was linked to the continued support provided by the community and technical college. The most successful colleges reached out to employers and went beyond the initial training contracts to become an ongoing source of training and other business assistance.

Several of the employers suggested reducing or simplifying the paperwork required by the program. Some suggestions included combining employee records on single forms, and coordinating data requests with standard business reporting practices. (In November 1994, the JSP application process was simplified.)

More than 75 percent of the companies had some employees who started but did not complete the training. Employers explained that they were either fired for poor attendance, quit because they did not fit into the new team approach, or did not want to accept training. In order to reduce the number of dropouts, employers suggested clarifying potential employees' expectations regarding training and employment at the beginning of the project.

APPENDICES

AN EVALUATION OF WASHINGTON STATE'S JOB SKILLS PROGRAM

UNIVERSITY OF WASHINGTON
GRADUATE SCHOOL OF PUBLIC AFFAIRS
INSTITUTE FOR PUBLIC POLICY AND MANAGEMENT

NORTHWEST
POLICY CENTER

Job Skills Program

Employer Survey Findings

The Northwest Policy Center surveyed 18 of 22 employers who participated in the Job Skills Program during the 1993-95 biennium, as part of the Workforce Training and Education Coordinating Board's evaluation of the program. Results show that training provided through the program has contributed to growth in employment, lower turnover and layoff rates, increased employee training, and increases in production and productivity.

Effects on Production and Employee Productivity

Every one of the employers reported that training has increased employee productivity. Fifteen of the 18 employers (83 percent) have experienced production or sales increases since the Job Skills Program training and 11 of the 15 considered the training a factor in their production increases. Where decreases in production occurred, it was not the training but market, ownership or management, and technology changes that were cited as contributing factors.

Employers measured improvements in employee productivity by:

- increases in the speed or efficiency of workers,
- reduction in injury claims or length of equipment downtime,
- lower product reject rates, and
- reductions in the time required to train new employees.

Improvement in employee productivity, while not always measurable, was observable. Employers spoke of positive changes in workforce attitudes and atmosphere, better internal communications, increased attention to health and safety requirements, and new problem solving and leadership capabilities which they attributed to the training.

Comments about improvements in employee productivity and company production increases related to the Job Skills Program training included:

> *Production has changed substantially. The training supported the self-directed work teams which led to ISO 9000 certification and greater production capability.*
>
> *There is greater quality control now.*
>
> *The training resulted in greater efficiencies.*

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The training produced the ability to work in teams, an approach which is noticeably more productive than in the company's other plants not using teams for production.

It resulted in improved communications, increased speed on the part of those who took part in training and greater safety awareness.

There has been an improvement in employee attitude. They have a new pride and professionalism.

This training took less time than our previous way of training employees. It got them up to speed in less time.

Trainees now get more pay for their work because there are fewer discards.

Employees are able to better deal with equipment problems, so there is less down time.

Effects on Employment

More than half (55 percent) of the employers have experienced employment increases since completion of Job Skills Program training. Six of the 10 employers who reported increases in employment consider Job Skills training a contributing factor in their workforce expansion.

Employers surveyed reported adding approximately one thousand new employees since they participated in the Job Skills Program. About half were hired by employers citing the training as a factor in increased employment.

The Job Skills Program training was essential for several of the startup or expanding businesses who needed to hire and train new employees before they could begin or increase production. Among those were a furniture manufacturer who hired 350 from the Spokane and Couer de'Alene, Idaho area and two Tacoma area manufacturers who together have hired 90 new employees.

While eight employers reported laying off workers since starting the Job Skills Program, none reported their decision was influenced by the program. Company reorganizations, ownership and management changes, a plant closure, and excess inventory were cited by employers to explain why the workforce was unchanged for two and decreased for six others.

Five companies reported that the training actually prevented layoffs or reduced the number of employees laid off.

Employers surveyed indicated that program participation did not alter the composition of their workforce. Sixteen employers said the diversity of employees receiving training through the program was in almost all cases the same as for the rest of their company's workforce in similar occupations. Only two employers reported that the group of employees trained were more diverse than the rest of the workforce.

Effects on Employee Retention:

Improvements in retention rates were noted for both newly hired and long term company employees following the training. Half of the 18 employers interviewed noted that their long term employees are now more likely to remain with the company. The increased retention rates correlated with comments about the changes in employee abilities and attitudes:

> *Long term employees became noticeably more self-sufficient.*
>
> *Employees are more skilled, better able to work on their own,;they need less support and direction.*
>
> *They have a better understanding of expectations.*
>
> *Training made our employees more involved and active.*
>
> *Turnover has been reduced by 30 percent for the employees who were trained.*

Seven of the 18 employers experienced greater retention of new employees. They noted that:

> *In the past only one out of five hires continued as employees, now every two out of three stay on.*
>
> *The training made employees more work ready*

However, 10 of the employers (55 percent) reported no changes and said that their turnover rate for newly hired employees is about the same as it had been before the training.

Several employers reported being better able to screen and select potential employees, as a result of participating in the Job Skills Program. They noted that:

> *Part of the training materials are used as a 'pre-test' ; the screening has resulted in a higher level ability in new hires.*
>
> *Employees stay longer since the training because we are able to make a better match of the person to the job.*

Satisfaction with the Job Skills Program

All 18 of the employers surveyed reported that the Job Skills Program either "definitely met"(14) or "partially met" (4) their objectives. They also reported satisfaction with specific elements of the program.

Eleven to 15 employers interviewed responded "very satisfied" when asked questions about the quality of instruction, relevance of curriculum, the community or technical college's management of the project, and the college's responsiveness to employer needs.

However, nearly one third reported frustration with the complexity and extent of reporting required. They suggested reducing the number of forms, combining employee records on single forms, and coordinating data collection requests with standard business reporting practices as a way to ease those frustrations.

Satisfaction was often linked to the amount of support and follow up provided by the community and technical college. Those indicating satisfaction with the application and administrative process mentioned support from the colleges. As one employer noted, the college "took away the hard stuff." Where colleges were most successful they had reached out to employers and gone beyond the initial training contracts to become an ongoing source of business consulting and training support. As noted by one employer,

> *This was a great service. It cements the relationship between the college and a company, whether the college does the training or provides training for company trainers.*

Effects on Employee Training

The Job Skills Program training continues to affect participating employers and their training decisions. Since their experience with the program, 12 of the employers are providing more training to their employees. Thirteen employers now use the training package developed by the college for other employees or new employee orientations. While only four employers have worked with the community and technical college to develop new training packages, 11 have utilized other services provided by the colleges such as scheduled courses for individual employees.

All but one employer noted that they would participate again in a partnership arrangement with the community or technical college. Several employers mentioned that they "meant to give the college a call" to explore further training opportunities.

The training has also had a positive effect on the training of subsequent new employees. Employers specifically mentioned the increased ability of the trained workers to communicate, to support each other, and to pass knowledge on to new hires. Employers noted:

> *The training package provides a better basic start for new employees and helps them fit in more.*
>
> *We are using the materials in our new employee orientations.*
>
> *The training made it easier to pass on knowledge to new hires.*

Other effects of the Job Skills Training

More than 75 percent of the companies (14 of the 18) had some employees who started but did not complete the training. Explanations for not completing the program indicated that the employees were either fired for poor attendance or quit because they did not fit into the new team approach or they did not want to accept training.

Similar reasons were cited by the four employers (22 percent) who had workers complete the course and later prove unsatisfactory. Several employers suggested that

providing workers with a better idea of what to expect in the training and in working for the company would help reduce the number who fail to complete training or leave the company following training.

Improvements in the workplace atmosphere have been a positive and sometimes unanticipated result of training. Employers noted the change in several ways:

> *There is a much better and more supportive attitude among workers now that they work in teams.*
>
> *Our workplace atmosphere is friendlier and more supportive.*
>
> *Management and employees both like the employees' professional approach to work now. They now communicate better, know how to criticize constructively, and can bring problems to management.*
>
> *It proved to us and our employees that we could do better.*

10/18/96

TABLE I

JOB SKILLS PROGRAM LABOR MARKET OUTCOMES

DISTRIBUTION OF HOURLY WAGE RATES

New Employee Training	Mean	<$6.00	$6 to $10	$10 to $14>	$14.00
Last Quarter Prior to JSP	$10.17	19%	46%	20%	15%
Third Quarter After JSP	$10.94	12%	35%	37%	17%
Eighth Quarter After JSP	$11.74	10%	33%	31%	26%
Retraining	Mean	<$6.00	$6 to $10	$10 to $14>	$14.00
Last Quarter Prior to JSP	$11.10	7%	47%	26%	20%
Third Quarter After JSP	$12.18	2%	30%	38%	30%
Eighth Quarter After JSP	$13.13	3%	22%	40%	35%
Upgrade	Mean	<$6.00	$6 to $10	$10 to $14>	$14.00
Last Quarter Prior to JSP	$11.62	7%	35%	31%	27%
Third Quarter After JSP	$13.37	3%	18%	40%	40%
Eighth Quarter After JSP	$14.34	4%	16%	25%	55%

JOB SKILLS PROGRAM

1991-1993

Biennial Report

The Washington State Job Skills Program (JSP) was created in 1983 to bring together employers who have specific training needs with educational institutions that can provide customized employee training. JSP supports up to one-half of the total cost of short-term, job-specific training; the participating employers provide a dollar-for-dollar cash or in-kind match. JSP is a program of the Workforce Training and Education Coordinating Board (WTECB).

JSP supports three types of training:

1. **New employee training** for prospective employees before a new plant opens or when a company expands;
2. **Current employee retraining** when the retraining is required to prevent the dislocation of those employees; and
3. **Current employee upgrading** when new vacancies will be created as a result of their promotion into new positions.

JSP concentrates its resources in economically disadvantaged areas with high unemployment rates; areas with new and growing industries; areas where there is a shortage of skilled labor to meet employers' needs; and areas affected by economic dislocation.

JSP's long-term goal is to promote the economic interests of Washington's citizens through closer cooperation between the business community and our education, employment, and training institutions.

JSP PERFORMANCE AT A GLANCE

From July 1991 through June 1993:

- 36 projects were funded involving 18 community and technical colleges and 105 companies throughout the state.
- 4,238 workers enrolled for training: 2,556 received new employee training, 726 received current employee upgrading, and 956 received current employee retraining.
- 2,966 workers completed training: 1,921 competed new employee training, 530 completed current employee upgrading, and 515 completed current employee retraining.
- 2,368 workers were employed after training: 1,348 were new employees, 512 were upgraded current employees, and 508 were retrained current employees.
- $9.27 was the average new employee wage; $12.41 was the average upgrade wage; and $11.35 was the average wage for workers being retrained.
- $483 was the average cost per trainee.
- 37 percent of the new employees were unemployed and/or economically disadvantaged; 26 percent were minorities, and 27 percent were women.
- $2,045,427 in grants generated $2,395,179 in matching funds from businesses.

NOTE: Numbers on JSP performance are based on data reported to WTECB as of November 1, 1993.

JSP BENEFITS TO THE STATE

Grants awarded by JSP benefit businesses, educational institutions, and Washington State's workforce.

To be competitive, business and industry must rapidly adapt to the economic and human capital needs of an increasingly technological and global economy. JSP provides the flexibility necessary to meet immediate training and retraining needs by preparing new workers, updating current workers' skills, and building capacity for continuous workforce preparation.

Workforce:

JSP prepares entry-level workers for immediate employment in demand occupations. JSP retrains current workers who might otherwise lose their jobs through dislocations. It also prepares workers for advancement opportunities with greater skills and responsibilities. Underemployed workers are improving their skills to enhance their productivity and retain employment.

Educational Institutions:

Educational institutions expand their training capacity by forming partnerships with business and industry through the Job Skills Program. Through these partnerships, educational institutions acquire technical knowledge, equipment, and expertise necessary to help businesses respond to rapid changes in technology, the marketplace, and international competition. Faculty members gain firsthand knowledge of the training needs of business and industry.

The State:

JSP is an important part of other state economic development programs and serves to draw state-level agencies together in their economic development activities. The proposal review process offers a prime example of this interagency coordination. JSP applications are screened by a review committee for the purpose of making funding recommendations. This committee is comprised of representatives from business, labor, and education, as well as key economic development agencies and groups. This proposal review process also provides the opportunity for an interchange of economic development information and discussion of statewide economic development events and projects.

BIENNIAL PROGRAM SUMMARY

July 1, 1991 to June 30, 1993

TRAINING INSTITUTION	PARTICIPATING COMPANIES	OCCUPATION	* JSP CONTRACT AMOUNT	PRIVATE SECTOR MATCH
Bates Technical College	**Northwest Etch**	**Photo chemical machining**	**$ 43,845**	**$ 47,834**
Bellingham Technical College	Mt. Baker Plywood	Industrial millwright maintenance	58,248	12,745
Clark College	**Accra-Fab, Inc.**	**Total Quality Management precision sheet metal products**	**42,163**	**17,746**
Clark College	Champion, Int'l.	Industrial millwright maintenance	18,810	17,403
Clark College	**Heraeus Shin-Etsu**	**Manufacture fused quartz crucibles**	**22,564**	**24,123**
Clark College	Sharp Microelectronics	Liquid crystal display assembly	65,030	58,916
Clover Park Technical College	**Various participating companies**	**Child day care supervisors**	**47,873**	**54,208**
Edmonds Community College/ATTC	Accurate Machining, Burgess Industries, & Northway Products	Total Quality Management for small manufacturing companies	75,466	84,525
Edmonds Community College/ATTC	**Eaton/Opcon**	**Total Quality Management, SPC electronic controls**	**72,327**	**85,944**
Edmonds Community College/ATTC	Intermec	Manufacture bar code equipment	162,799	132,762
Edmonds Community College/ATTC	**Leviton**	**Manufacture quality control/voice/data communication**	**25,529**	**25,529**
Edmonds Community College/ATTC	Pacific Circuits	Total Quality Management circuit board manufacturing	115,630	115,630
Grays Harbor College	**Mayr Bros.**	**Total Quality Management industrial maintenance millwright**	**11,989**	**9,991**
North Seattle Community College	Association of Custom Brokers & Freight Forwarders	Custom broker training	3,615	3,656
North Seattle Community College	**Freight Forwarders**	**Freight forwarding, competency-based curriculum, DACUM approach**	**74,879**	**74,965**
North Seattle Community College	Environmental Industries, Inc.	Environmental technicians	34,912	34,983
Northwest Indian College	**Lummi Island Gaming**	**Security guard, casino operation**	**24,840**	**9,762**
Olympic College	Techwood Products	Value-added wood products manufacturing	39,436	48,813
Renton Technical College	**Kenworth Truck Company**	**Assemblers, quality control inspectors, lead mechanics**	**175,022**	**303,880**
Seattle Vocational Institute	Carpenters Apprenticeship Trust	Carpenter apprenticeship preparation training	94,000	97,224
Seattle Vocational Institute	**Seattle Times**	**Composing associates, advertising sales**	**62,050**	**32,143**
South Puget Sound Community College	Crown Cork and Seal	Manufacture beverage containers	26,414	58,430
South Seattle Community College	**G. M. Nameplate**	**Total Quality Management, ISO 9000**	**99,958**	**117,819**
Spokane Community College	Credit Association	Consumer credit process, collection procedures	52,902	60,068
Spokane Community College	**Dakotah Direct**	**Telemarketing training**	**45,000**	**56,442**
Spokane Community College	Harpers, Inc.	Manufacture furniture	72,430	72,848
Spokane Community College	**Inland Wood Products**	**Production of value-added forest product components**	**59,199**	**29,231**
Spokane Community College	Lyn-Tron	Manufacture precision electronic hardware	25,501	43,777
Spokane Community College	**Northwest Pork**	**Meat products training**	**34,278**	**48,840**
Spokane Community College	Manufacturing companies with fewer than 75 employees	Customized Total Quality Management procedures for small manufacturing companies	75,139	198,812
Spokane Community College	**Voicelink**	**Telemarketing skills, equipment utilization**	**75,782**	**66,906**
Spokane Community College	Wheelabrator	Steam plant maintenance operator	45,619	54,174
Tacoma Community College	**Tredegar**	**Manufacturing cast, blown and form film products**	**65,000**	**146,801**
Walla Walla Community College	John Deere	Agriculture technician	7,735	5,356
Yakima Valley Community College	**John Haas Company**	**Extractor operators for essence of hops oils**	**46,518**	**50,000**
Yakima Valley Community College	Sun Ridge Foods	Food processing	42,925	50,000
		TOTALS	$2,043,427	$2,395,179

* Actual contract expenditures on some contracts were lower than the contract amount.

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NEW POLICES/NEW DIRECTIONS

WTECB adopted three new policies for the Job Skills Program for the 1993-1995 biennium.

Workforce Diversity

All contractors receiving JSP grants are required to participate in workforce diversity workshops. Contractors also are required to coordinate recruitment efforts with local client-serving organizations, such as Job Service Centers or Private Industry Councils. This policy was adopted by WTECB to encourage broad access to the new jobs created by JSP grants.

Minimum Wage

To support economic development for high-skill, high-wage companies and to increase self-sufficiency and livable wages, WTECB increased the new employee wage rate to $8.00 per hour. (In distressed areas, staff has some flexibility in developing projects with companies paying lower wages by considering the total compensation package.)

Industry Targeting/Initiatives

JSP advances the state's economic development strategy by targeting specific industries to develop industry-specific training projects. JSP also works on key workforce initiatives identified by WTECB for demonstration projects.

Program Management

The JSP Committee continually assesses and refines the application and delivery process to make JSP user friendly while maintaining high standards of program accountability.

Workforce Training and Education Coordinating Board
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It is the policy of the Workforce Training and Education Coordinating Board that educational activities, employment practices, programs, and services are offered without regard to race, color, national origin, sex, religion, handicap, or age.

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WTECB MEMBERS

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Chairperson

Gilberto Alaniz
Representing Targeted Populations

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State Superintendent
Public Instruction

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Representing Labor

John Carter
Representing Labor

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Marian K. Scinth
Vice Chair
Representing Business

Ellen O'Brien Saunders
WTECB Executive Director

Job Skills Program

93-95 Biennial Report

Washington State Workforce Training and Education Coordinating Board

"In the coming century, the driving force for Washington's economy will be the human mind. If we succeed in the global marketplace of the future, it will be because we invest wisely now in the human capital necessary to produce products and services that are high quality, to innovate, and to adapt to changing needs and technologies."

High Skills, High Wages: Washington's Comprehensive Plan for Workforce Training and Education–1994

THE WASHINGTON STATE JOB SKILLS PROGRAM

The Washington State Job Skills Program (JSP) was created in 1983 to bring together employers who have specific training needs with educational institutions that can provide customized employee training. JSP supports up to one-half of the total cost of short-term, job-specific training; the participating employers provide a dollar-for-dollar cash or in-kind match. JSP is a program of the Workforce Training and Education Coordinating Board (WTECB).

> *"Through the JSP project, we were able to increase our associates' skills and flexibility, adapt to a rapidly changing and growing industry . . . and provide associates with more marketable skills for the future."*
>
> *Mark Zeazas*
> *Larsen Electronics*

To be competitive, businesses must rapidly adapt to the economic and human capital needs of an increasingly technological and global economy. JSP provides flexibility necessary to meet immediate training and retraining needs by preparing new workers, updating current workers' skills, and building capacity for continuous workforce preparation.

JSP supports three types of training:

1. **New employee training** for prospective employees before a new plant opens or when a company expands. New employees are trained for immediate employment in demand occupations;

2. **Current employee retraining** when the retraining is required to prevent the dislocation of those employees; and

3. **Current employee upgrade training** that enhances productivity and prepares workers for advancement opportunities with greater skills and responsibilities.

JSP concentrates its resources in areas with new and growing industries, areas where there is a shortage of skilled labor to meet employers' needs, economically disadvantaged areas with high unemployment rates, and areas affected by economic dislocation.

JSP's long-term goal is to promote the economic interests of the citizens of Washington State through partnerships between the business community and our education and employment and training institutions.

> *"Since JSP began, the Community Colleges of Spokane has been able to provide start-up and growth-related training to more than 35 companies . . . these companies continue to contribute to our region's tax base and to benefit the economic health of our community."*
>
> *Dr. Mary Averett*
> *Community Colleges of Spokane*

JSP PERFORMANCE

From July 1993 through June 1995:

- 22 projects were funded involving 11 community and technical colleges, 1 community-based organization, and 70 businesses throughout the state.

- 2,144 workers received training: 1,309 received training as new employees, and 835 received current employee upgrade training.

- The 1,309 new employees trained had the following demographic characteristics:

  People of Color: 482 (37%)
  Women: 562 (43%)
  Disabled: 26 (2%)
  Economically Disadvantaged: 449 (34%)
  Single Parents: 255 (20%)

- The average wage for new employees entering training was $9.81 per hour. The average wage for current employees receiving upgrade training was $12.12 per hour.

- $1,030,358 in JSP grants generated $2,295,303 in matching funds from business and industry. The average JSP cost per trainee was $481.

JSP BENEFITS

Some benefits of the Jobs Skills Program, such as placing over 1,300 people in jobs and training are obvious. Others such as the development of state-of-the-art training methods and industry specific curricula are more indirect.

Increased Economic Development

The long-term individual and business income generated from JSP projects provides a significant boost to the state's economy. JSP trainees gain valuable and marketable skills for jobs that are in demand. Many of these individuals are breaking a cycle of dependence and becoming self-sufficient.

> *"The Job Skills Program is a wonderful economic incentive for companies considering locating to the Tacoma-Pierce County area."*
>
> *Miriam Kantor-Crutchfield*
> *Economic Development Board for Tacoma-Pierce County*

Thanks to incentives offered by JSP, new businesses are attracted to Washington State. The businesses are quickly provided with capable, skilled employees, benefiting the newly employed individual, the business, and the state.

Industry-Education Partnerships

An outgrowth of the program having both immediate and long-term benefits has been the partnerships established between local educational institutions and business and industry. Faculty members are afforded direct experience with the latest industrial materials and manufacturing processes. JSP projects develop a state-of-the-art curricula that is used in other training programs across the state. The educational institutions' training capacity is expanded. Businesses receive readily accessible customized training that is helping them respond to rapid changes in technology, the marketplace, and international competition.

> *"Our Business Development Center actively seeks training partnerships with businesses. Our ability to respond to our business community is greatly enhanced by the flexibility of JSP."*
>
> *Dr. Richard Sawrey*
> *Yakima Valley Community College*

Increased Coordination

JSP is an important part of other state economic development strategies and serves to draw state-level agencies together in their economic development activities. The proposal review process offers a prime example of this interagency coordination. JSP applications are screened by a review committee for funding recommendations. This proposal review process also provides the opportunity for interchange of economic development information and discussion of statewide economic development events and projects. The committee is comprised of representatives from business, labor, and education, as well as key economic development agencies and groups. The Departments of Community, Trade and Economic Development, Employment Security Department, Labor and Industries, and the State Board for Community and Technical Colleges are the agencies represented on the review committee.

In order to recruit individuals for employment and training, educational institutions coordinate with local client serving agencies such as job service centers, community-based organizations, and private industry councils to ensure targeted populations are referred to job openings.

PROJECT SUMMARY

July 1, 1993 to June 30, 1995

TRAINING INSTITUTION	PARTICIPATING COMPANIES	OCCUPATION	EXPENDITURES	MATCH
Bates Technical College	Premier Industries	Plastic Processors/ Machine Operators	$49,492	$227,875
Centralia Community College	National Seating	Operators/Assemblers	35,000	75,051
Clark College	Acra-Fab	Machine Operators	13,245	17,043
Clark College	Larsen Electronics	Assemblers/Technicians	10,496	25,756
Green River Community College	Muckleshoot	Miscellaneous Gaming	67,526	79,598
North Seattle Community College	Custom Brokers	Import/Export Brokers	7,920	8,683
North Seattle Community College	Environmental Industries	Environmental Technicians	125,000	125,000
North Seattle Community College	Environmental Industries	Environmental Technicians	36,285	84,096
Pierce College	Interbake Bakeries	Machine Operators/ Processors	23,110	83,983
Pierce College	Lucks Food Decorating	Machine Operators/ Processors	18,150	40,936
Pierce College	Metro Plastics	Extrusion Operators	45,781	91,747
Renton Technical College	Virginia Mason	Nursing Assistants	5,905	8,365
Spokane Community College	Harpers	Furniture Makers	177,085	360,603
Spokane Community College	Sallie Mae	Computer Operators	46,367	104,718
Tacoma Community College	Toray Composites	Plastics Processors/ Machine Operators	26,990	89,985
Tacoma Community College	Tredegar	Machine Operators	20,289	36,367
Walla Walla Community College	John Deere	Tractor Mechanics	170,835	507,935
Yakima Valley Community College	Food Processors	Food Processing Workers	41,487	49,315
Yakima Valley Community College	Global Fresh	Operators/Processors	28,452	139,791
Yakima Valley Community College	Rantco	Tree Planters	19,106	34,096
Yakima Valley Community College	Skills Resource Training Center	Food Processing Workers	6,890	12,765
Yakima Valley OIC	Del Monte	Food Processing Workers	54,947	91,595
		TOTALS	**$1,030,358**	**$2,295,303**

Workforce Training and Education Coordinating Board

Members

Betty Jane Narver
Chair

Gilberto Alaniz
Representing Targeted Populations

Judith A. Billings
Superintendent of Public Instruction

John Carter
Labor Representative

Karen Carter
Labor Representative

Roberta Greene
Business Representative

Earl Hale
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State Board for Community and Technical Colleges

Jeff Johnson
Labor Representative

Dick Spangler
Business Representative

Vernon E. Stoner
Commissioner
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Marian K. Svinth
Business Representative

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WTECB Executive Director

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